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ABSTRACT

The growing interest in creating relevant learning experiences for students has resulted in an increased emphasis on using the entire community as a teaching resource. Community resources can be defined as those locally available materials, persons, organizations or experiences that are useful and valuable for educational purposes. Community Resources Workshops are intensive, university-sponsored, summer courses, usually four to six weeks in length, that offer elementary and secondary level teachers the opportunity to become familiar with the economic, social, cultural and political resources of their community. A Workshop includes two specific objectives: resource analysis and resource utilization. This document outlines the necessary steps to organize and carry out an effective workshop. The characteristics of good workshops include: clearly defined objectives, freedom to work on projects, adequate physical facilities, evaluation and followup procedures. Suggestions are given for setting up committees and for the development of materials. A section on planning covers such aspects as financial needs, personnel requirements, supplies, transportation, university participation and sponsorship, enrollment procedures and scheduling. The end results and accomplishments of a Community Workshop are not evident until citizenship characteristics are exemplified by graduates of the community's schools. The benefits which are apparent, however, are discussed in the closing sections of the document. (JMB)

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COMMUNITY RESOURCES WORKSHOPS

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ERIC CLEARINGHOUSE FOR SOCIAL SCIENCE EDUCATION

*A First Step
Toward Better
Industry-Education
Cooperation*



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U.S. DEPARTMENT OF HEALTH,
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COMMUNITY RESOURCES WORKSHOPS

*A First Step Toward Better
Industry-Education Cooperation*

NAM

EDUCATION DEPARTMENT

National Association of Manufacturers

277 Park Ave., New York, N. Y. 10017

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Introduction

What is the quality of education in your community? Do the schools utilize nearby resources to improve education? Are teachers aware of the information and ideas available to them outside their classrooms?

Your community is more than just a place to live. It is a vital dynamic force affecting every resident. Its social, economic, political and cultural activities encompass the lives of all citizens regardless of age. It influences not only the present but also the future of its citizens. Regardless of how large or small your community, it is a vast storehouse of resource activities, places and people.

Education in the schools of your community can be greatly enriched by utilizing these community resources. These *cultural, social, political* and *economic resources* can become a part of the educational process. Utilization of these resources in the classroom also can help bring the schools closer to the community and the community closer to the schools.

Is there a program that encourages school teachers to use community resources in the classroom? Yes, the Community Resources Workshop. As with any other single effort, it cannot be termed a cure-all for every classroom problem. However, the proved success of this program over the past several years suggests that it is deserving of consideration. All those concerned with enriching the school curricula should welcome this opportunity to give students and teachers a better understanding of their community.

The Problem: Relevant Education

Our schools are in crisis. To meet the challenges of the 1970s, our schools need help to make education more relevant to the needs of society and more responsive to a changing environment.

Over 750,000 high school students "drop out" every year. This is a needless waste of precious human resources.

In fact, the waste may be far greater than suggested by the number of drop-outs because many of the 2½ million who do graduate each year seem ill-equipped to assume their places in our modern society—a society that is changing at an increasingly fast rate.

In colonial days, American students went to the schoolhouse with the express purpose of learning from textbooks. More often than not, they were examined solely on the basis of the content of these texts. Even in recent years, much of the learning in the school has not been related to the community life which existed outside the walls of the school. Often the basic reading, writing and arithmetic taught in a school has had little relationship to the actual work duties to be performed by many of the graduating students.

Today, students need more knowledge and different kinds of knowledge than traditionally contained in books alone. Fortunately, many professionals and laymen are now advocating a mixture of theory with real life situations. Progressive educators and modern business leaders of the 1970s understand that in our complex socio-economic system, students and employees learn primarily through personal experience rather than through concentration on textbooks alone. Relevant school programs should seek to prepare students to learn through real life experience.

The word "relevant" in relation to education recently has gained great popular usage. Increasingly, we hear from both students and professional educators that our present educational programs are not relevant to the needs of many of the students. Most of these comments tend to focus on college curricula, but clearly the three-quarters to one million high school students

who drop out each year must also indicate that the educational program offered them did not, at least in their view, meet their needs.

Currently, a multitude of problems confronts elementary and secondary school teachers and administrators. Many of these problems have been lumped together and characterized as the "generation gap." However, these problems seem to come more from a "communication gap"—the result of too little understanding among members of the business community, teachers and students.

The rapid changes in technology, and the effects of these changes on society, suggest that students must become more familiar with the world outside the walls of the classroom to bridge this "communication gap." Although our school system is the principal training ground for the development of skills, attitudes and educational abilities, the responsibility for relevant education is not the responsibility of the schools only. Business and community leaders, if they expect to help bridge the communication gap, must first help make local education more relevant to real world problems.



The Community Is a Learning Lab

This growing interest in creating relevant learning experiences for students has resulted in an increased emphasis on using the entire community as a teaching resource. Local leaders, especially from business and industry, cooperate by taking a more active role and interest in community education. More and more, educators and businessmen agree that the community welfare and the welfare of business and industry are linked together.

Good quality, relevant education is essential to the growth of every community and of the country at large. When the schools and the total community combine their efforts to this end, students receive training adequate for our time, and the life of the entire community is enriched and enhanced in value.

Educators and businessmen, therefore, are increasingly turning to local community resources to enrich the curriculum and make it more relevant. Specifically, what does the term "community resources" include? It can be defined as those locally available materials, persons, organizations or experiences that are useful and valuable for educational purposes. For example, a "resource person" is one capable of teaching students as a result of personal experience on the job or in community life. He is a person who can help students learn things they need and want to know.

Citizens of a community such as engineers, doctors, nurses, carpenters, policemen, retailers—all have vast amount of information, knowledge, skill and experience. These resources should be used to enrich traditional classroom learning experiences. Business and industrial firms, volunteer and public agencies, local governmental units as well as museums and art galleries also have vital contributions to make to the educational program of the community's schools.

Benefits of using all kinds of community resources in schools are numerous. Community resources provide the classroom with a more realistic picture of actual life situations, needs and problems. The use of community resources develops interesting school work that impels children to come to school. The use of concrete, firsthand illustrations and demonstrations clarifies and makes more relevant the teaching-learning process. The experience of using community resources develops the power of observation and the ability to see complex personal and business relationships. Utilizing community resources in the classroom exposes and clarifies the interdependent relationships that exist in a community. In short, community resources can be used to merge the classroom with the real world.

Community Resources Workshops

What is a Community Resources Workshop? It is an intensive, university-sponsored, summer course, usually four to six weeks in length, that offers elementary and secondary level teachers the opportunity to become familiar with the economic, social, cultural and political resources of their community.

The basic purpose of a Community Resources Workshop is to offer elementary and secondary teachers an opportunity to learn more about the socio-economic environment in which they live and work. A Workshop encourages teachers, counselors and administrators to identify and acquaint themselves with teaching resources in their community, and to determine how these resources can be utilized effectively in their school work.

Workshop participants study their communities intensively and extensively. They visit industries and all kinds of business concerns, governmental units, cultural centers and other resources in the community that are useful in the classroom. They study field trip procedures—how to plan a field trip and how to evaluate its results.

Workshops are not limited to any single segment of the community. All segments can be analyzed by Workshop teachers for resources with classroom applicability. Participants include teachers representing all grade levels and subjects and frequently include school administrators.

Just knowing what the community resources are is not enough, however. In a Workshop, techniques are developed to organize and arrange these resources for proper understanding and utilization in the classroom. Immediately in the fall, students begin to receive the direct benefit of the teacher's experiences during their summer Workshop.

A Community Resources Workshop includes two specific objectives: resource analysis, and resource utilization. Within this framework multiple objectives can be set, and usually specific objectives and goals are established for a given Workshop. Some of these objectives can be summarized as follows:

- To provide a forum for the exchange of information and ideas on utilizing of community resources to enrich and strengthen instruction in schools.
- To aid in the development of an understanding of basic economic principles, and show how these principles function and are applied in real life situations.
- To encourage communication and cooperation among all segments of the community and the schools in order to assist in the continuing development of sound educational programs.
- To assist teachers in understanding changing occupational and educational requirements.
- To encourage industry, business and other community organizations to offer their unique resources for the enrichment of education and the benefit of the community's students.
- To motivate teachers and, through them, their students to strive for educational excellence.
- To provide a forum for representatives of industry and civic organizations to discuss subject areas of mutual concern with teachers and education administrators.
- To serve as a clearinghouse for representatives of education, industry and other groups in the development of cooperative programs.



Characteristics of Good Workshops

The actual operation of a Workshop varies considerably, but certain characteristics distinguish good Workshops:

- (1) The objectives should be clearly defined, and should be based specifically upon the expressed needs of the participating teachers. For example, one Workshop sought:
 - To learn something of the nature of the local business and industrial community by visiting carefully selected firms.
 - To become acquainted with the major problems which face local business and industry by independent study and by contact with local executives.
 - To learn of the occupational opportunities available and the basic educational abilities needed by students in order to qualify for these opportunities.
 - To acquire an increased understanding of their pupils by becoming better acquainted with the conditions surrounding the work of the student's parent.
 - To become better informed about the growth, development and management of the community.
 - To discuss mutual areas of interest and concern with business and industry in order to promote a growing, progressive community.
- (2) There should be freedom to work on a project of one's own choosing.
- (3) The voluntary development of solutions to real problems should be encouraged in Workshops.
- (4) There must be adequate physical facilities to take care of the classroom working sessions.
- (5) Participants interested in a similar problem may form into small groups or work individually under the guidance of the Workshop staff. But, in any case, Workshop projects should focus upon some aspect of a community resource which has implications for enriching the teaching procedure in local school programs.
- (6) Evaluation and follow-up should be done by the teacher participants, the advisory committee, and the university that is granting credit. The process of evaluation should begin during the Workshop and extend throughout the follow-up activities which result from the Workshop. A teacher's participation beyond the evaluation of a particular program would in all likelihood include encouraging other teachers to attend a Workshop and giving demonstrations on the uses of community resources for the benefit of other teachers.

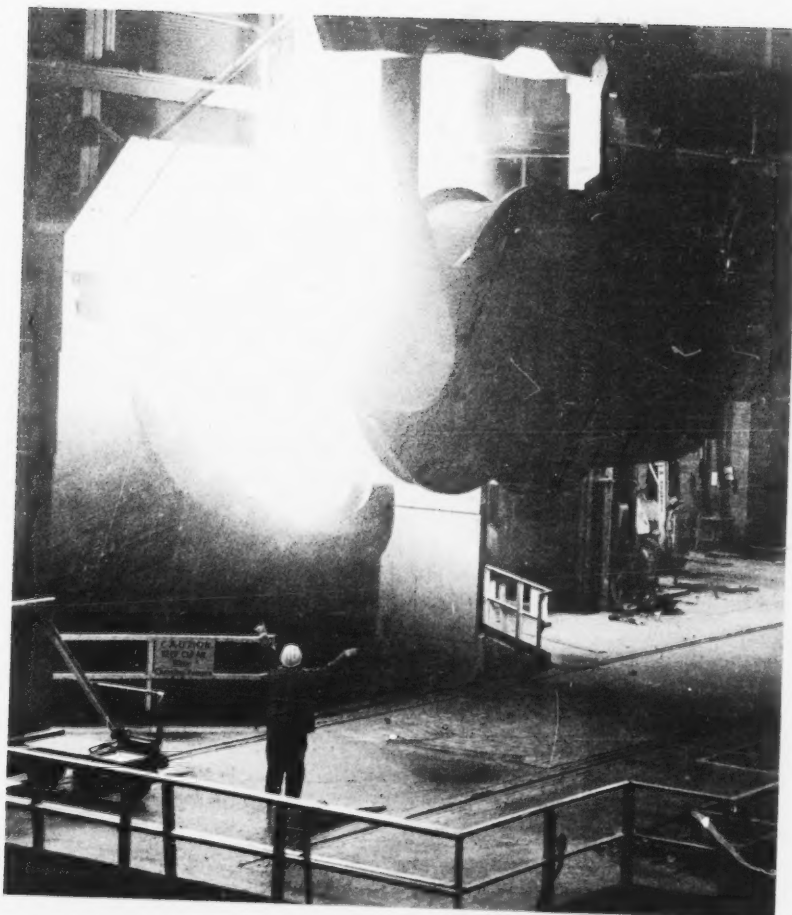
Workshop Committees

Committees are used to gain full participation. These usually can be divided into two broad categories: administrative committees and working committees.

Under the Working Committee category a Field Trip Committee should be organized to develop appropriate background material on all organizations to be visited and to prepare specific questions to make the visit of greater value. Typical areas of concern might include organizational history, the reason for the plant's location, description of its corporate and administrative structure, its financial structure, the technical process and operational methods used, raw materials and supplies utilized, the final products produced, the marketing practices utilized, the broad nature and scope of its research program, its management and advertising policies, the nature and extent of its training programs, specific programs for its employees, customers, stockholders or clients, and the employment requirements and practices.

Several administrative committees, composed of members of the Workshop, should be formed to enable a smooth operation of the daily sessions. The exact titles, nature and duties of the committees may vary according to local requirements and desires. The following are examples:

- The Bulletin Board Committee is responsible for keeping participants informed as to the future activities of the Workshop. The members of this Committee might display current newspaper articles about the Workshop, plan field trips, secure transportation information and other similar information pertinent to the Workshop.
- The Hospitality Committee arranges for refreshments for the class each day, and greets guests who may attend the class. They frequently plan a picnic or other type of get-together to be held at the close of the Workshop.



- The Instructional Materials Committee is responsible for the collection, distribution, and filing of teaching aids and literature donated by participating industries and other community groups for the use of Workshop participants.
- The Diary and Evaluation Committee should keep a summary of each day's activity and may be charged with the responsibility of reviewing and evaluating the benefits of each field trip.
- The Closing Banquet Committee plans and organizes a dinner to be held at the end of the Workshop session. This dinner is attended by Workshop participants including the community resource people involved in the program. Research studies and instructional materials developed by members of the class often are distributed to the sponsors at this occasion.
- Other committees frequently organized are Transportation and Publicity.

Development of Materials

The participant's major purpose is to analyze how a particular resource may be used in a specific subject area of a particular grade level. Frequently, this results in the development of a teaching unit for use in the classroom. The teaching unit or research paper may include such items as scripts for filmstrips, slide demonstrations, or units on history, economics, transportation and local government. Often new teaching techniques are developed as a result of this type of activity, and they are made available to teachers in all schools of the community.

Frequently, one of the early results of a Community Resources Workshop is a *Catalog of Community Resources*. In addition to the physical resources of the community, it will include a list of human resources i.e., people in the community who possess special skills, hobbies, and knowledge.

A sample of the titles of the projects compiled in previous Workshops includes the following: "Automation and its Demands on Education"; "Buffalo's Grain Industry—Ghost or Goliath?"; "Data Processing in the High Schools"; "Educational Television: Its Utilization in Western New York"; "Job Opportunities for High School Graduates"; "Middletown's Hospitals"; "A Mini-Culture Study Utilizing the Local Community as the Laboratory"; "Selected Community Resources of Value to Guidance Counselors and Related Pupil Personnel Staff"; and "Water Pollution and Control on the Niagara Frontier."

Other projects have included the development of slides on the city and county government, instructional materials on economics for primary grades, and a series of slides and recorded narrations to demonstrate the dignity of work.

These projects clearly show that Workshops help to close the communications gap between schools and the community by providing an opportunity for teachers and school administrators to learn what help is available from business, industry and other segments of the community, and how to organize these resources for classroom use. At the same time, industry learns how it can best participate in school programs to the benefit of administrators, teachers, students and the community at large.



Planning a Workshop

Three critical elements are essential to the operation of a successful Community Resources Workshop.

- Local teachers and school administrators must desire a Community Resources Workshop.
- A local or nearby university must be willing to grant graduate credit for this program.
- The business community must indicate considerable initiative and willingness to spearhead efforts to bring schools and a university together with other civic leaders to discuss the Community Resources Workshop concept.

The actual Workshop usually begins in June after the close of the regular school year. However, preparations are begun several months in advance. Planning is strictly a local affair to meet local needs and conditions. For this reason, no two Workshops are organized along exactly the same lines. However, there are common key elements in the planning and creation of any Community Resources Workshop:

After gaining assurance of the support and cooperation of the local school, a university, and key business leaders, a Planning or Advisory Committee must be organized. Often, the core of this Planning Committee is an existing organization such as a local business group or manufacturer's association. Planning Committee members should include representatives of the schools, the sponsoring college or university, representatives from the business and industrial community, and other interested community groups.

All Community Resources Workshops are financed locally, and one of the early tasks to be handled by the Planning Committee is to establish a budget. The major item in the budget will be university tuition charges. The salaries of the Workshop director, his assistants, and university overhead are covered by this item. The number of credit hours offered by the university is based upon the length and intensity of the Workshop, but three or four credit hours is typical.

Other expense items which might be incurred include secretarial assistance, paper and supplies, printing, field trip transportation and the closing banquet. Estimated average cost per participant might approximate \$150. Costs vary from community to community, but based upon these assumptions a typical budget might look like this:

<i>Estimated Expenses</i>			
	<i>Number of Participants:</i>		
	<i>30</i>	<i>40</i>	<i>50</i>
Tuition (3 credit hours)	\$2700	\$3600	\$4500
Secretary	350	350	350
Paper, supplies, etc.	300	400	500
Printing	300	350	400
Transportation	200	200	200
Closing Banquet	300	400	500
Contingencies	100	150	200
Total	\$4250	\$5450	\$6650

After acceptance of the budget, the exact method of financing must be decided upon, and considerable differences exist among Workshops in this respect. In some Workshops, participating teachers pay all of the tuition costs charged by the university. Extra expenses over and above university tuition charges are usually covered by local business and industry.

In other instances, local business and industry establish a scholarship program for participating teachers. The size of scholarships ranges from full coverage to only a percentage of the total cost. Experience has shown that a

sharing of costs is an acceptable and even desirable method of financing. In such cases, teachers may be required to pay from ten to fifty percent of the tuition cost with the balance being covered by scholarships. All funds are raised in the community and the broadest participation possible is encouraged. The local schools share in the financing either directly or indirectly by providing a meeting place and supplies.

With a budget and a decision on how much participants will be required to pay, the amount of funds that must be raised by the business and industrial community can be determined. At this point, a plan for raising the necessary funds from the local community should be developed and initiated.

It is now time for the Planning Committee to develop and adopt a recruiting plan. Enrollment and participation of teachers is largely dependent upon the enthusiasm transmitted to teachers by the educators on the Planning Committee. Teachers will enroll more readily if they understand that their needs have been considered in the planning process. Therefore, local school officials should take the leadership role in promoting the Workshop among teachers. Several of the more effective methods utilize school newsletters, announcements by local principals to their teachers of the nature and purpose of a Community Resources Workshop, and descriptive brochures and application forms as display material on bulletin boards in teacher lounges and work areas. Brochures should include pertinent data such as the dates, locations, costs to the teacher if any, the nature and purpose of the Workshop, and the fact that graduate credit is offered.

The point has now been reached where the Workshop staff must be selected. Obviously, the Workshop director must be acceptable to the local university, although in many cases he is not a regular member of the local university's staff. The Community Resources Workshop Association and the Education Department of the National Association of Manufacturers can provide assistance in identifying those experienced in the conduct of Community Resources Workshops.

Once the Workshop director has been selected and engaged, one or more pre-Workshop planning sessions should be conducted between the Workshop director and the resource people who will be participating in the Workshop. The next step is the opening of the Workshop.

A typical Workshop day may begin with coffee and pastry served by the Hospitality Committee. Usually the opening business is a general session that includes discussion of field trips, committee reports, and the determination of future activities. The remainder of the morning is usually devoted to either a field trip, individual research studies, or project group meetings. In the afternoon, the program may include guest speakers, continued research study, or group preparation of teaching material.

Evaluation

The end results and accomplishments of a Community Resources Workshop will not become totally evident until there has been enough time to observe the type of citizenship exemplified by graduates of the community's schools. However, there has been general agreement where Community Resources Workshops have been held that:

- (1) An improvement in teaching has resulted.
- (2) The schools have developed a better relationship with industry.
- (3) Schools, teachers and students have become more aware of resources in industry and the total community.
- (4) Both the schools and the community have become more aware of curriculum changes needed to make the school program relevant to the community.
- (5) Pupils have an increased interest in school and participate to a greater degree in the day to day classroom activities.
- (6) The community develops a better appreciation of how the school is trying to develop its programs to meet the needs of the community.
- (7) The value of using real experiences to supplement classroom learning becomes readily apparent.

A Community Resources Workshop *does not* provide all the answers to problems of educators. It *does* furnish a means through which teachers can be assisted in the performance of their important jobs.

Does the program help close the communications gap between educators,



their students and the community? The evidence suggests that it does. Here are a few typical comments of teachers who have participated in a Community Resources Workshop:

- Having met with the personnel of business and industry, I feel that I can do a better job, even though it is on the elementary level, of helping my students to know what they have to look forward to in the future and how they can prepare themselves.
- This course has afforded me an excellent background of the working, researching and developing of consumer products. It has given me a knowledge of the vast resources available to a teacher.
- I was greatly impressed by the willingness of industry to cooperate in every way with us and in giving us so many man-hours of service during our field trips.
- This was my first opportunity to see the picture from the executive's viewpoint. I acquired new awareness of the dignity of every worker.
- Industry is a vast resource for education and can be utilized in almost every subject and every grade. Industries want to cooperate and I think we as teachers must help industry to help us by giving them an idea of what we want. The resources are endless, and we have learned that we must provide much of the incentive.
- I was made aware of the fact that leaders in industry are willing, and in many cases anxious, to meet with teachers and administrative personnel of the schools. They are not aloof nor are they disinterested in our problems. I believe that leaders in industry are aware of the tremendous potential for manpower and consumer power in our student bodies.

The appeal of this program to teachers over the past seventeen years clearly indicates that it has greater potential than most any other industry-education cooperation program yet developed. If enough communities will initiate Community Resources Workshops, and stimulate responses like these, the communications gap can be narrowed.

Benefits do not flow to educators only. Many benefits are contained for the business community and the community at large. For many years, industry has developed a variety of programs and supplemental educational aids for teachers and their students. Often these aids are not as readily received as businessmen would hope. Frequently, this results from the fact that teachers did not participate in the preparation of these materials. Under the banner of a Community Resources Workshop, teachers develop their own material by using business speakers as resource people, participating in field trips, and by conducting other forms of research. This procedure virtually insures its use in the classroom.

Business endorsement of the Community Resources Workshop concept can be demonstrated quite readily. The following examples are typical.

Armco Steel:

Armco's policy of being a good corporate citizen is based on understanding. People of a community must understand the problems and goals of industry. Industry must understand the problems and aims of the community. Our Community Resources Workshop is a two-way street to a better understand-

ing. Standing in the middle, directing the flow of information, are the teachers who promote the kind of understanding that is needed to make a better community.

Nationwide Insurance Company:

The Community Resources Workshop annually makes a solid contribution to Butler County's educational system, industry and the entire community. The teachers participating in the Workshop are a dedicated group, and the end product speaks for itself. Nationwide is proud to be a sponsoring organization of this worthwhile community project.

Mellon National Bank:

This will be the 14th consecutive annual Workshop with well over 350 graduates who have received valuable knowledge and experience concerning the operations of business and industry throughout Butler County. The teachers who take this newly found knowledge and impart it to their students will have received values which may never be measured in dollars and cents.

Republic Steel Corporation:

We have had a dozen years of direct experience with Community Resources Workshops in Cleveland, Canton and Youngstown, Ohio, as well as in Buffalo, New York. The business reaction to them has ranged from good to excellent. . . . Perhaps the greatest proof of the value of Community Resources Workshops is the fact that teachers and business and industry come back for more. The programs are continued, year after year.

Participating firms number over one hundred. A partial list includes:

Air Reduction Company	General Motors
American Plywood	Hooker Chemical
American Smelting & Refining	Jones & Laughlin Steel
Bell Telephone	Mueller Brass
Boeing	National Gypsum
Chrysler Corporation	Pittsburgh Plate Glass
Corning Glass	Pullman Standard
Cuneo Press	Republic Steel
Detroit Edison	St. Regis Paper
Diamond National	Twin Disc
General Electric	Union Carbide
General Mills	Udylite
Gorton Machine	Weyerhaeuser

Industrialists and educators interested in this program should recognize that cooperation usually gets off to a slow start. The final success of the program depends in large measure on the continuity and sincerity of leadership from schools, the university, business and industry. An effective program of industry-education cooperation involves administrators, teachers, school boards, superintendents and a citizen planning committee.

There are many ways in which Community Resources Workshops can help the schools and their students. Start today to organize a Workshop in your Community!

Order Form

TO: Education Department
National Association of Manufacturers
277 Park Avenue
New York, New York 10017

Gentlemen: Please send me the following additional materials
on Community Resources Workshops.

_____ Additional copies of this handbook "A First Step" at 25¢ per copy.
I enclose \$ _____

_____ Copies of the summary brochure "Community Resources Work-
shops." (No charge)

_____ Copies of the brochure describing the 16mm film about Com-
munity Resources Workshops "Your Community Is a Classroom."
(No charge)

Name: _____

Position: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____